THE NEGRO FARMER AND MESSENGER

VOL. 2, NO. 25
JANUARY 1, 1916

TUSKEGEE INSTITUTE
ALABAMA

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Major ROBERT RUSSA MOTON, Tuskegee's New Principal

(See sketch under "Farmers' Dictionary")

Dr. Booker T. Washington was so deeply interested in the rural colored people and they in him that it is very natural for the farming classes of our people to be interested in getting a glimpse of the man who is to succeed their late friend, helper and comforter. Hence, this picture of Tuskegee's principal-elect.

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THE NEGRO FARMER
AND MESSENGER

Published Bi-Weekly in the Interest of the Home, Farm and Garden; especially devoted to the Interest of Negro Land Owners and Tenant Farmers and Those Who Employ Negro Labor. The Only Negro Farm Newspaper in the World to be Circulated Among 2,000,000 Black Farmers.

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THE NEGRO FARMER
AND MESSENGER

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ISAAC FISHER....Editor and Business Mgr.

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SATURDAY, JANUARY 1, 1916

MEMBER
NATIONAL NEGRO PRESS
ASSOCIATION

The Editor's Page

ON TRIAL BEFORE THE WORLD

An Analysis Of The Situation At Tuskegee

I shall support Major Moton. Now let me write.

The man who thinks that the election of Major Robert Russa Moton to be Principal of the Tuskegee Institute concerns no one save the Institute, the trustees, Hampton, the North, the South and the Major, needs to repair his mental apparatus and go off to himself and do some real thinking. I tremble when I think of the bearing which this whole question is to have upon Negro people throughout the zones of the world.

Let me visualize Tuskegee Institute so that I may give a proper perspective:

Tuskegee Institute — Highest Expression of Negro Self-Government in the World

The problem of self-government has been worked out and solved, thus far, at Tuskegee Institute to an extent not equalled anywhere else on earth, by Negro people. Not only has there been installed the machinery—the plan of government—but the plan has worked with success and the machinery has never halted. If one will take the Institute catalogue and note the organization of Tuskegee, and then spend a few weeks at the school studying each unit and detail of administration, he will discover that the Institute is more than a school—it is a well organized State with executive, legislative and judicial bodies—all working without friction; a municipality with its own electric lights, water-works, telephone, street and highways department, health bureau, fire department, municipal engineering, departments of police, education, finance, buildings and grounds, charities, records, etc.; and, finally, the school and the community which have grown up around it, including over 2,000 persons, are a little nation—a nation of Negroes, if you will—which has succeeded in winning the goodwill of the white nations surrounding it, by careful management of its foreign (?) relations. Selah!

The Secret of This Result

The foundation of all these results was laid in the great character of Dr. Washington. In the second place, the Negroes called to this school to help prosecute its work have been, in most cases, persons who knew how to work together for one common good cause. Seeing that they were able to work together, that they could use money wisely and for constructive purposes, that they could compose their differences right here on the grounds, that men held their positions at Tuskegee on account of merit, that education did not puff up the Institute community so that it could not live in peace with its white neighbors, that the head of the school was a man whom God had laid His hand upon and anointed for leadership and that the Tuskegee teachers were such fine and real leaders that they did not plot to overthrow the leader under whom they served, as is so often done—seeing all this, philanthropy opened its heart and purse and made Tuskegee the wealthiest and best equipped Negro school in the world. Is this clear?

All Eyes Looking This Way; All Ears Listening

Dr. Washington is taking his last sleep. Before he closed his eyes, he proved, on the worn-out sand hills at Tuskegee that for thirty-five years a Negro community could govern itself and thrive; that it could do "big business" like business men and not like Negroes; and he bequeathed to his race, along with his character, a great and successful institution. Today all eyes are looking this way; all ears are listening, wondering whether the watchman can say: "A new Principal is appointed at Tuskegee and all is well!"

Questions That Search Our Hearts

Philanthropic friends who stand ready to support this school if we

deserve it, will want to know, not how strong is Major Moton, but: "Will the faculty stand shoulder to shoulder as of yore?"

Our enemies who boldly assert that we have no capacity for self-government are asking: "Will the Negroes at Tuskegee, now that their exceptional leader is gone, be able to hold what he constructed? Will they be able to support a new leader and continue the miracle of successful Negro self-government? Or will they with thoughtless minds and ruthless hands tear down the greatest structure they have builded?" (God forbid!)

And we men and women who have studied ourselves and know how difficult it is for us to acknowledge any Negro's supremacy and right to be called our leader are asking, while we pray God to take the ambitious strivings which lead to friction out of our hearts: "Are we strong enough, are we brave enough, are we fine enough, can we see far enough to make us resolve to get solidly behind the new man and keep Tuskegee just as it was when Dr. Booker Washington laid him down to die—the highest expression of Negro self-government in the world?"

Former Blessings

As a result of the fidelity of the men and women who have helped support the late chieftain, Tuskegee has enjoyed many blessings. Foremost is the fact that the teachers have been selected and retained on their merits. Political considerations have had no weight in constructing our faculty, simply because it had been shown that teachers could be employed here and removed without any suggestions from the outside and we have always had a splendid faculty. This was a fruit of trusting and supporting our leader. Once we break ranks at this point, outside help will be needed and then—goodbye to the efficient Tuskegee we have known.

With pride we have pointed to Tuskegee as a world-acknowledged success, constructed and managed by Negro's hands. But if we falter now and bicker—if we cannot govern it by governing ourselves, someone else will do it for us and the former glory will pass from us.

When scoffers were loud against us, we pointed to Tuskegee and Tuskegee could not be explained away. It was the "goods" sealed and "delivered" by the hands of colored people.

Tuskegee was made possible because a long group of educated colored men "lined-up" behind a leader. Tuskegee will decline just as soon as that "line-up" is broken.

Praise For the Tuskegee Faculty

Everywhere I go away from Tuskegee, I am asked by Negroes and whites: "How does the faculty like the new principal?" I have just one answer, in substance as follows:

I cannot speak for the faculty, having neither right nor authority to do so; but **I can speak about the faculty.** Our teachers come from the best universities, colleges and normal schools in America. With few exceptions they are thoughtful men and women who "wear this race question on their hearts," as Henry Grady would say, "night and day." They see what is before us. They know what it will mean to falter. They are students of history and know the dangers which threaten when a great chief falls. They understand that it means ruin to Tuskegee for the faculty not to stand shoulder to shoulder behind the new man, whoever he is; and they know that it means success, as in the past, if they will help, encourage and strengthen the new leader. And they know that the eyes of the world are upon them, and that if they fail—this largest collection of educated Negroes to be found in any one institution, these teachers in the most successful project conducted by Negroes and backed by some of the wealthiest white men in the world—if they fail, when they are asked to do nothing more than continue the course which has made their institution so great, that is the course of loyalty to one chief, since there can be only one chief, if they fail in this **the world will say that in very truth, Negroes were born without the capacity for self-government and cannot be trained to possess it.**

Since our teachers know that there is so much to gain for Tuskegee, the race and themselves by loyal support and so much to be lost by disloyalty, I feel certain that the faculty will help, not hinder, the new principal to do the work to which he is called. If they do not, I have seriously misjudged the men and women with whom I walk and talk daily.

A Wish

I wish fervently that my paper and I for a while were independent of Tuskegee, so that I could say all that is in my heart to say, while we make the transition from one chief to another; for then without impropriety I could help in a way that would be improper while I am on the payroll.

But I can say that in my feeble way, without any favors to ask or any fears to be appeased, I plan to support Major Moton, whether I am at Tuskegee or away from it, just as I would have thrown my whole self into the support of any other person who might have been so chosen.

Finally

The world is looking this way. Its ears are inclined to-us-ward. We must not disappoint the just expectations of our friends; we dare not justify the predictions of our enemies. We can govern ourselves and in God's name I believe all Tuskegee are going to try to do so.

—ISAAC FISHER.

MAKE NO NEW RESOLUTIONS

Make no new resolutions this year unless you kept the ones you made at the beginning of the year 1915.

THE FARMERS' SCHOOL

At Tuskegee Institute, Alabama, Wednesday, January 5th to Wednesday January 19, 1916

A creation of the farmer, by the farmer and for the farmer. It meets the crying needs of thousands of our boys and girls, fathers and mothers. It's free to all. No examination nor entrance fee is required. It is the only thing of its kind for the betterment of the colored farmers. It lasts for only 12 days. It comes at a time when you would be celebrating Christmas. In previous years, the farmers have walked from three to six miles to attend; many have come on horse-back, in wagons and in buggies. You who live so that you cannot come in daily can secure board near the school for $3.00 per week.

We offer the following courses:

For Men and Boys.—1. Farming. 2. Livestock. 3. Dairying. 4. Poultry Raising. 5. Blacksmithing. 6. Woodwork.

For Women and Girls. — 1. Poultry Raising. 2. Dairying. 3. Sewing. 4. Cooking.

All Courses Will Be Made Practical and Simple for Men and Boys

1. Farming: Talks on soils and fertilizers, plowing, cultivation, seed testing, hot beds, cold frames, garden crops, fruit crops, and farm orchards.

2. Livestock: Talks on hogs, cattle, horses, and mules; the diseases of livestock and how to treat them.

3. Dairying: Lectures on milking, care of milk; testing milk, butter-making and cheese-making.

4. Poultry Raising: In the study of poultry, best breeds of chicken of the South, testing eggs, hatching, incubators and how to run them, brooders, the dressing and marketing of chickens.

All Courses for Women Will Be Taught By Practical Demonstration and Talks

1. Poultry Raising: Simple poultry house, breeds, selecting eggs for setting, building nests, care of setting hens, hatching chicks, feeding, dressing chickens, the diseases and how to treat them.

2. Dairying: Milking and feeding cows, treatment of cows, care of the buckets and strainers, washing churns, setting milk, butter-making, cheese-making, ice cream-making.

3. Sewing: Threading of hand and machine needles, basting, over-handing, stitching, overcasting, gathering, patching, hemstitching, tucking and darning.

4. Cooking: Selection of cooking utensils, making fire, cleaning stove, getting breakfast, setting table, table manners, cleaning off the table, getting a dinner, getting a supper, serving a luncheon.

Prizes will be given as follows:

A prize of $5.00 will be given to the person who makes the greatest progress on all subjects taught.

A prize of $2.00 will be given to the person who is the best judge of livestock.

Corn Judging Contest: $1.00 will be given the man who can secure the best of the different types of seed corn and select the best seed for planting.

A prize of $1.00 will be given to the student who makes the greatest progress in cooking.

A prize of $1.00 will be given to the student who makes the greatest progress in sewing.

A prize of $1.00 will be given the person who selects the best trio of chickens.

Course in Blacksmithing

1. The equipment for farm shop.
2. Making fire in forge.
3. Heating and welding.
4. Repair of plow points and shovels.
5. Repair of plows and wagons in general.
6. Horse shoeing.

Course in Woodwork

1. The use of woodworking tools — repairing fences, stretching wire, making chicken-coops, well-sheds, gates, boxes.
2. Repairing and covering roofs.
3. Getting levels for barns, houses.
4. Building chicken-houses, barns, cottages.

SOME RESULTS OF THE TUSKEGEE NEGRO CONFERENCE

As concrete results of the Tuskegee Negro Conference, the following gains must be mentioned:

1. Men and women who had lived for years without giving a thought to the matter of owning their own homes have been shown how to buy and improve a home.

2. Colored people who had been content to live in one and two-room cabins have been influenced to build comfortable homes of from four to five and six rooms.

3. Farmers who have always given mortgages on their crops at the beginning of each year, have been helped to see that this was not the best way to farm. Instead of this, the farmers have been persuaded in a number of cases, to grow more food supplies so that they might get out of debt. As fruits of this advice, many persons who had never grown anything but cotton and corn began producing on their farms more corn, meat, peas, rice, molasses, potatoes, wheat, oats, and other grain crops, hay, vegetables, poultry, horses and cows.

4. School terms in many places have been lengthened from three to five and six and sometimes eight months. Whole communities have been shown how to secure better schoolhouses and teachers.

5. Better church buildings and better prepared ministers have been secured through conference influence.

6. Farmers are being shown best methods of fighting the Cotton Boll Weevil.

7. Methods of keeping well have been sent back to the people of thousands of communities.

8. Better relations between the two races have been secured.

HOW TO SECURE STATE AID FOR THE ERECTION, REPAIR AND EQUIPMENT OF SCHOOL BUILDINGS UNDER THE NEW ALABAMA SCHOOL LAW

The Alabama Department of Education has prepared a statement—Bulletin No. 52—setting forth the steps necessary to be taken to secure State aid for the building, repair and equipment of school buildings, under the new school law. The information given is so valuable that the whole bulletin is published below.

FOREWORD

The law for the erection, repair and equipment of school buildings, as enacted by the Legislature of 1915, is so radically different from the original law granting State aid and so much confusion seems to have arisen about its interpretation that I am taking the pains to set out specifically the essential facts of the law and the successive steps which must be taken in securing State aid.

As everybody knows, the old law was

seldom, if ever, complied with. It was, in the last analysis, a voluntary matter and the abuses that grew out of it must be known to every person who has observed what has taken place under its operation. The new law was written to correct former abuses and to be sure that school buildings of suitable size and sanitary in their appointments are provided. It should be noted that before aid can be had, the actual cash for twice the amount asked for from the State must be in the hands of the county treasurer of public school funds; the building, if a new one, must be erected by plans prepared by the State Department of Education, or if an old one, repaired by plans approved by the State Department of Education; and one-third of the total amount in the hands of the county treasurer of public school funds, including that raised locally and the State appropriation, cannot be paid out until the building has been received by the State Superintendent or some one authorized by him to make final inspection.

The purpose of this pamphlet is to give explicit directions about the procedure in securing the benefit of the aid contemplated under the law, and further to serve notice upon all school officials and the general public that in order to secure aid the steps enumerated hereafter must be followed to the letter. In other words, no county board of education and no local parties should take one step that is not provided for in the Steps in Securing State Aid.

A bulletin containing cuts, plans and specifications for buildings meeting the requirements of the law is now in the hands of the printer and will be ready for distribution by January 1st. Inasmuch as the condition of the Treasury is not such as to justify the payment of warrants for aid in the erection, repair and equipment of school buildings, the Department would counsel delay until the special bulletin can be had. The readjustment from a lax law to a stringent one must of necessity bring about some difficulties for the time being, but there can be no doubt that under the new regime, shabby and unsightly school buildings heretofore erected with State aid will give place to schoolhouses that are modern in construction and in keeping with sanitary requirements.

Very cordially,
Wm. F. Feagin,
Supt. of Education.

SOME FACTS ABOUT THE NEW LAW FOR STATE AID IN THE ERECTION, REPAIR AND EQUIPMENT OF SCHOOL BUILDINGS

1. Aid is available in the erection, repair and equipment of school buildings.

2. The amount of State aid available annually for each county is $2,000 plus the reapportioned balance of the preceding year.

3. The amount available for the year 1915-16 is $2,000 plus the reapportionment of $1,560.09, except in thirteen counties where there was a slight overdraft last year, but the amount of this overdraft in no instance exceeds $76.60.

4. State aid is available only in unincorporated territory and incorporated towns of not more than 400 population according to the last federal census.

5. In securing aid in the erection of buildings, plans furnished by the State Superintendent of Education must be followed. In the repair and equipment of school buildings, plans must be approved by the State Superintendent of Education.

6. The minimum amount of State aid in the erection and equipment of a school building is $200; the maximum $1,000. The maximum amount of aid depends upon the size of the school building and is as follows: For a school building with one class room, $300; with two class rooms, $450; with three class rooms, $600; with four class rooms, $800; with five or more class rooms, $1,000.

7. The word class room as used in this connection, applies to rooms for manual training and domestic arts, provided the size of such room is equivalent to that of a standard class room.

8. For aid in the repair or equipment of a school building, the minimum is $50 and the maximum is $200.

9. In any case, the community must raise in cash not less than twice the amount asked for from the State, must place this on deposit and must secure a bona fide title in fee simple to not less than two acres of land if for the repair or equipment of a school building, or for the erection of a school building with not more than two class rooms. If State aid is sought for erecting and equipping a school building of more than two class rooms, not less than five acres of land must be deeded to the State in fee simple.

10. The requirements set out herein apply in all cases in the future. This means that those buildings which the State has aided in repairing heretofore, if situated on less than two acres of land, cannot receive aid unless additional land is deeded to the State.

STEPS IN SECURING STATE AID

1. Tentative agreement with the county board of education. (The purpose of this step is to have the citizens of the school district advise with the county board of education in order to find out whether aid will be available in the event the requirements of the law are complied with, and also to find out the proper procedure in securing aid. If aid is sought for the erection and equipment of a schoolhouse, appropriate State plans prepared by the State Department of Education should be secured from the county board of education; if for repair and equipment, the proposed plans should be sent to the State Superintendent of Education by the county board of education for approval.)

2. After the requirements of Step 1 have been met and the character of improvements agreed upon, the citizens should raise the necessary funds and secure a deed to the proposed site.

3. Application should then be made to the county board of education on regular forms prescribed by the State Department of Education, showing that an amount of money of not less than twice the sum asked for from the State has been deposited in bank. This should be accompanied by a warranty deed for the required number of acres of land which should not be recorded until found correct by the county board of education after careful examination.

4. If the county board of education approves the application, the amount of the donations placed in bank should be deposited with the county treasurer of public school funds and his receipt taken. Due record should then be made by the board and certification forwarded to the State Superintendent of Education on the form provided on the reverse side of the formal application blank. The deed to the property and a duplicate deposit slip must accompany this certificate.

5. If the State Superintendent of Education approves the application as certified by the county board of education, he makes requisition on the Auditor and forwards the warrant to the county treasurer of school funds.

6. The county board of education makes all contracts, has the oversight of all work, and orders payment by the county treasurer of public school funds for not more than two-thirds of the amount due.

7. After the work is completed and the equipment installed, the State Superintendent of Education is notified and makes inspection in person or by proxy. If the requirements of the law have been met, he instructs the county treasurer of public school funds to pay out the amount remaining in his hands to satisfy the indebtedness on said building and equipment upon the order of the county board of education.

FARMERS' DICTIONARY

The "Big Words" and Events Explained

SKETCH OF TUSKEGEE'S NEW PRINCIPAL, ROBERT RUSSA MOTON

Robert Russa Moton, the well-known commandant of cadets at Hampton Institute was born in 1867 in Amelia County, Virginia. He entered Hampton in 1885 and graduated in 1890. For one year he served as a drillmaster and then became commandant of cadets.

Since the death of General Armstrong in 1893, Major Moton has served Dr. Hollis B. Frissell, principal of Hampton Institute, most loyally and efficiently both as a commandant of cadets and as a speaker in Hampton educational and financial campaigns throughout the country.

Robert Moton in 1908 became the secretary of the Negro Rural School Fund Board: Anna T. Jeanes Foundation. Since 1912 he has served as president of the Negro Organization Society of Virginia, which works through several hundred Negro Organizations for better schools, better health, better farms, and better homes. This society touches the lives of at least 350,000 Negroes in Virginia. Major Moton is also the trustee of several Negro institutions.

Dr. Washington's Friend

Dr. Booker T. Washington and Major Moton were life-long friends. At the recent Boston meeting of the National Negro Business League, Dr. Washington asked Major Moton to sum up the proceedings and give his interpretation of the Negro's real progress. Major Moton then said: "We know that no man ever worked with a loftier motive for the uplift of his people, with more earnestness, with more patience, with more unselfishness, or with more efficiency than Booker T. Washington."

In 1907 Major Moton wrote for the "World's Work" the story of his life under the caption "A Negro's Uphill Climb." He has also contributed important articles on problems of race adjustment to the "Southern Workman," an illustrated monthly magazine published by Hampton Institute. Major Moton's public addresses have been widely printed throughout the South as well as the North. They have been seasoned with enough wit and humor to make them entertaining without interfering with the serious purpose of his message.

Sane Philosophy

Major Moton's philosophy is founded on common sense and experience. He has constantly urged his people to cultivate race pride; to stand together on all questions of race uplift; to lead clean lives; to be progressive in business; to give an honest day's work for a day's pay; to build better houses, homes and schools; and, above all, to work with their white friends. Major Moton has wisely and skillfully interpreted for white men and women the fundamental problems which relate to masses of Negroes who live side by side with a strong and dominant white race.

Tribute from Dr. Washington

Dr. Washington in his book called "My Larger Education," said: "Major Moton is one of the best read men and one of the most interesting men to talk with that I have ever met. Education has not "spoiled" him. It has not embittered or narrowed him in his affections. He has not learned to hate or distrust any class of people and he is just as ready to assist and show kindness to a white man as to a black man, to a Southerner as to a Northerner.

"Major Moton knows by intuition Northern white people. At the Hampton Institute they have white teachers and

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You can stop it over night—and I will gladly tell you how—FREE. I am not a doctor and this is not a so-called doctor's prescription—but I am cured, and my friends are cured and you can be cured. Your suffering will stop at once like magic.

I AM FREE — YOU CAN BE FREE

My catarrh was filthy and loathsome. It made me ill. It dulled my mind. It undermined my health and was weakening my will. The hawking, coughing, spitting made me obnoxious to all, and my foul breath and disgusting habits made even my loved ones avoid me secretly. My delights in life were dulled and my faculties impaired. I knew that in time it would bring me to an untimely grave because every moment of the day and night it was slowly yet surely sapping my vitality. But I found a cure, and I am ready to tell you about it FREE. Write me promptly.

RISK JUST ONE CENT

Send no money. Just your name and address on a postal card. Say: "Dear Sam Katz, Please tell me how you cured your catarrh and how I can cure mine." That's all you need to say. I will understand, and I will write to you with complete information, FREE, at once. Do not delay. Send the postal card or write me a letter to-day. Don't think of turning this page until you have asked for this wonderful treatment that it can do for you what it has done for me.

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Tuskegee Negro Conference

Will be held on

Wednesday, January 19, 1916

at Tuskegee Institute, Alabama

Subjects to be discussed will be:

1. How I managed to keep ahead of the Boll Weevil.
2. Crop Diversification.
3. How our community built a schoolhouse.

Expert speakers will address the Conference.

There will be in the Agricultural Department lectures and demonstrations in all phases of farm work; and the women will receive special help in Dorothy Hall. For further information, address

W. M. RAKESTRAW, Conference Agent

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AND JUST WHAT YOU WANT IS OUR WATCHWORD TO CAREFUL BUYERS

LEWIS' DRUG AND SEED STORE

The Rexall Store

Below Postoffice Phone 131 Tuskegee, Alabama

For Sale.—3,000,000 Frostproof Cabbage plants, $1.00 a thousand, 5,000 and over 85c a thousand. We are the Largest Colored Plant growers in the South.

Stephen Childs, Sons.

Marion, Aabama

(Saw it in the Negro Farmer).

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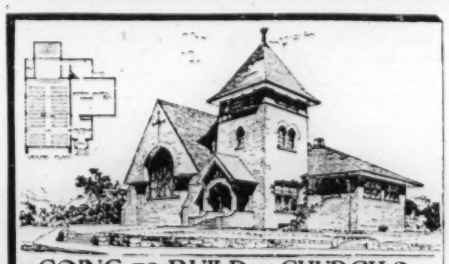
bred gilts and sows, two Hornless Shorthorn bull calves. J. S. Officer, Sparta, Tenn.



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colored teachers; they have Southern white people and Northern white people; besides, they have colored students and Indian students. Major Moton knows how to keep his hands on all these different elements, to see to it that friction is kept down and that each works in harmony with the other. It is a difficult job, but Major Moton knows how to negotiate it.

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Southern Man's Estimate

Dr. W. D. Weatherford describes clearly the attitude of the most thoughtful Southerners toward Major Moton and his constructive policies: "I have heard more than one Southerner say that Major Moton was the sanest and strongest representative of the Negro race that they had ever met. Others have said to me he is the best speaker, white or black, that they have ever heard and yet he does not claim to be a speaker at all. He has a clear head, a noble heart, and a manly bearing which at once convinces you that he has a message worth while and is not afraid to give it.

"Major Moton holds a most delicate position at Hampton. In the school community there are pure Negroes, mulattoes, Indians, Northern white people, Southern white people—all working for the same cause—the elevation of the race. It is no easy matter to harmonize all these types, and yet so rare is his tact and so true is his judgment that each group gives him enthusiastic support. Washington has said of him: 'It has been through contact with men like Major Moton that I have received a kind of education no books could impart.' It would be worth a trip to Hampton just to know Major Moton. If more of our Southern white people could see him, so calm, so unostentatious, so unpresuming, and yet so efficient and thorough, they would never say again that the Negro race could not produce a pure-blood leader."

AN UNUSUAL PLOWING CONTEST

Tuskegee Institute, Ala., Dec. 11.—Who ever heard of anybody getting genuine pleasure out of plowing a mule or a horse? In particular, who ever heard of a group of young colored men

and women at a school, of all places grow enthusiastic over seeing boys plow a field? All of these things have been both heard of and seen at the Tuskegee Institute.

On Thanksgiving Day, there was held on the school farm a plowing contest which rivaled in interest the annual Trinity Church oratorical contests of the school.

New Kind of Contest

One year ago, the director of the Institute Agricultural Department, George R. Bridgeforth, conducted in connection with the Agricultural faculty of the school a plowing contest among some of the students of the divisions. Being the first one held, it did not attract very much attention from the school as a whole. Nevertheless, another contest was planned for this year, and being better advertised than the first one, was a decided success.

Students are familiar with such problems as the following:

"If one man working eight hours a day, can plow a field in four days, how long will it take five men, working six hours a day to plow it?"

One can almost hear the chalk traveling over the black-boards as the different students solve this problem. But in problems of this kind, students can lean on props, can get others to help solve the question or can wait until the swifter pupils are almost through and then copy the work for their own. Not so in the problem given to the students who took part in the contest on Thanksgiving Day.

If the problem were put into words, instead of being conditional as are the problems of the arithmetic books, it would have been in the imperative mode as follows:

"First: Go hitch any mule given you; second, lay off and plow a straight furrow; and third, prepare a good seed-bed. For perfection—swiftness in 'hitching up,' you will be given thirty; for perfectly straight furrow, thirty; and for a perfectly prepared seed-bed, forty—one hundred in all."

Interest Banished Drudgery

The plowing was lifted from drudgery by the amount of human interest put into it and by the desire of the contestants to excel.

Ten divisions of the Agricultural Department of the school were represented in the contest, namely: truck garden, farm, green-house, experiment station, creamery, dairy barn, orchard, horse barn, swine herd, and feed and supply. Not only were the teachers of these divisions present, but also the girls who work in each one; and these girls, with their other girl friends whom they carried to help them "root" for the boys of the several divisions, put life into the contest and gave that feminine approval and encouragement without which men seldom if ever do their best in any field of labor; and working under the eyes of these girls—there was no drudgery.

The Institute's great brass band was there also, playing the while; and when the winners were announced the countryside rang with the enlivening strains of "It's a Long Way to Tipperary," and the shouts of the great crowds of students and teachers.

Judges, Prizes and Winners

The judges were all white men: Macon County Superintendent of Education W. B. Riley; County Farm Demonstration Agent H. A. Vaughn and Professor R. U. Blassengain of Auburn. The prizes were: First, $1.50; second, $1.00; and third, fifty cents.

The winners were as follows:

First prize: Odis Combs, of the truck garden; second prize, Matthew Howard of the farm; and third prize, James Nichols, also of the farm.

Acting Principal Warren Logan awarded the prizes and said that such enthusiasm as had been shown suggested that the whole school have an opportunity to witness the next race to be held, and that efforts would be made

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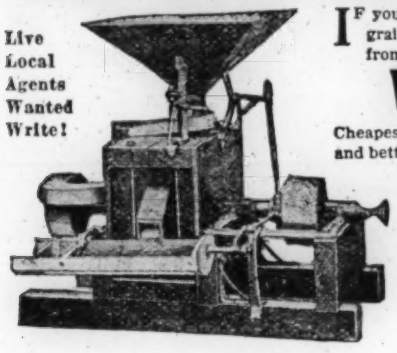

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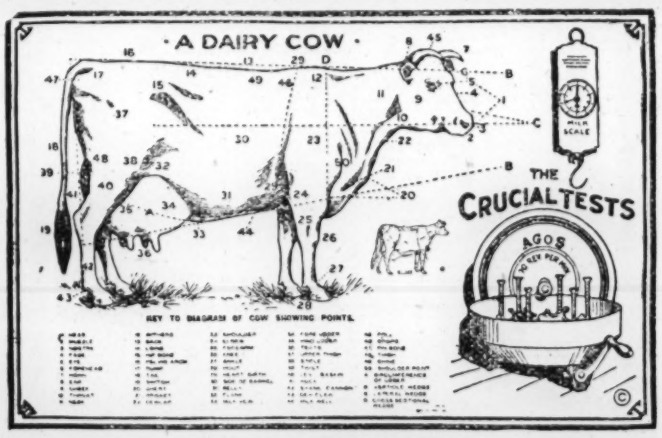

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to give such privilege. Verily, the times and old methods and sentiments about farming are changing.

Each contestant had his number pinned to his back and the judges awarded the prizes by number, the winning numbers being in the following order: No. 5, No. 3, and No. 2.

The most interesting thing about the winner of the first prize, aside from his work, was the fact that he had what experienced plow-hands would call "the most cussedest old mule" in the field, a mule that tried by all the arts known to the race to which he belongs to prevent Combs from being a winner.

Slow, unsteady, skittish, unwilling to walk in the furrow, his mulish lordship had most of the observers under the impression that Combs, at least, could not win. But Combs was master of the mule and despite all drawbacks, was first man.

Roll of Honor

It is not difficult to arouse the enthusiasm of students when they are studying literature, science in the abstract, or art. But it is decidedly not easy to make a young person grow enthusiastic about farming; and because of this, the Agricultural faculty here, by their work in helping popularize Agriculture through these prizes which they give and other means equally as effective, deserve to be placed on some kind of an honor roll, if that be possible; for the last thing that the average young man or woman expects to do at school is to study Agriculture, despite the broad opporunities which this industry offers to ambitious persons who are intelligent and willing to work.

The Agricultural faculty is made up as follows:

George R. Bridgeforth, director; Henry H. Boger, Dr. J. H. Bias, R. C. Atkins, H. B. Benson, C. M. Abbott, T. M. Campbell, Thomas N. Cowen, N. J. Coleman, E. C. Dobbs, H. H. Harris, Wallace Hayes, C. B. Hosmer, J. J. Jones, E. M. Parrish, Nelson D. Ricks, Henry W. Seals, B. P. Thompson, G. B. Thornton, Louis J. Watkins, Frank Wesley, George D. White and Matthew Woods.—Isaac Fisher in Montgomery (Ala.) Advertiser.

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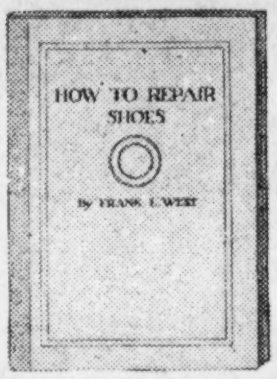

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The Negro Farmer is a necessity. Its "Farmers' Dictionary" explains all public questions, fully, carefully and in an interesting manner.

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